

Mellichamp Elementary

350 Murray Road
Orangeburg, South Carolina 29115

Grades	PK-5 Elementary School	
Enrollment	281 Students	
Principal	Beverly Stroman-Spires	803-534-8044
Superintendent	Melvin Smoak	803-534-5454
Board Chair	Dr. Kalu Kalu	803-534-5454

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	16	62	37

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 10 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	No
2004	Good	Below Average	Yes
2005	Average	Unsatisfactory	Yes
2006	Below Average	Unsatisfactory	No

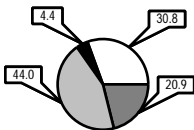
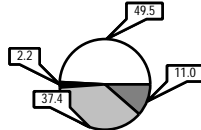
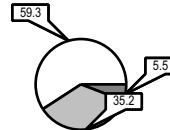
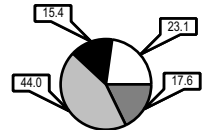
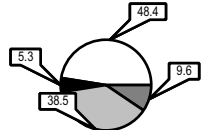
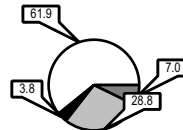
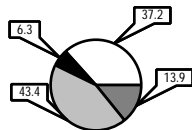
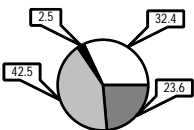
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

100.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	101	97.0	31.5	42.7	21.3	4.5	34.8	Yes	Yes
Gender									
Male	56	96.4	34.7	42.9	20.4	2.0	32.7	N/A	N/A
Female	45	97.8	27.5	42.5	22.5	7.5	37.5	N/A	N/A
Racial/Ethnic Group									
White	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	99	97.0	32.2	42.5	21.8	3.4	33.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	77	100.0	27.5	40.6	26.1	5.8	40.6	N/A	N/A
Disabled	24	87.5	45.0	50.0	5.0	0.0	15.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	101	97.0	31.5	42.7	21.3	4.5	34.8	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	101	97.0	31.5	42.7	21.3	4.5	34.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	94	96.8	32.9	42.4	21.2	3.5	32.9	Yes	Yes
Full-pay meals	5	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	101	97.0	49.4	37.1	11.2	2.2	24.7	No	Yes
Gender									
Male	56	98.2	52.0	34.0	12.0	2.0	24.0	N/A	N/A
Female	45	95.6	46.2	41.0	10.3	2.6	25.6	N/A	N/A
Racial/Ethnic Group									
White	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	99	97.0	50.6	36.8	10.3	2.3	24.1	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	77	100.0	42.0	43.5	11.6	2.9	29.0	N/A	N/A
Disabled	24	87.5	75.0	15.0	10.0	0.0	10.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	101	97.0	49.4	37.1	11.2	2.2	24.7	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	101	97.0	49.4	37.1	11.2	2.2	24.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	94	97.9	51.2	36.0	11.6	1.2	23.3	No	Yes
Full-pay meals	5	80.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	101	99.0	59.3	35.2	5.5	0.0	5.5
Gender							
Male	56	98.2	64.0	30.0	6.0	0.0	6.0
Female	45	100.0	53.7	41.5	4.9	0.0	4.9
Racial/Ethnic Group							
White	1	100.0	I/S	I/S	I/S	I/S	I/S
African American	99	99.0	60.7	34.8	4.5	0.0	4.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	77	100.0	52.2	40.6	7.2	0.0	7.2
Disabled	24	95.8	81.8	18.2	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	101	99.0	59.3	35.2	5.5	0.0	5.5
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	101	99.0	59.3	35.2	5.5	0.0	5.5
Socio-Economic Status							
Subsidized meals	94	98.9	60.9	33.3	5.7	0.0	5.7
Full-pay meals	5	100.0	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	101	99.0	23.1	44.0	17.6	15.4	33.0
Gender							
Male	56	98.2	26.0	44.0	16.0	14.0	30.0
Female	45	100.0	19.5	43.9	19.5	17.1	36.6
Racial/Ethnic Group							
White	1	100.0	I/S	I/S	I/S	I/S	I/S
African American	99	99.0	23.6	44.9	16.9	14.6	31.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	77	100.0	15.9	43.5	23.2	17.4	40.6
Disabled	24	95.8	45.5	45.5	0.0	9.1	9.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	101	99.0	23.1	44.0	17.6	15.4	33.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	101	99.0	23.1	44.0	17.6	15.4	33.0
Socio-Economic Status							
Subsidized meals	94	98.9	24.1	43.7	17.2	14.9	32.2
Full-pay meals	5	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	33	100.0	3.6	53.6	35.7	7.1	42.9
	4	32	100.0	24.1	55.2	20.7	0.0	20.7
	5	35	100.0	35.5	48.4	16.1	0.0	16.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	39	97.4	16.7	47.2	30.6	5.6	36.1
	4	37	97.3	41.9	45.2	9.7	3.2	12.9
	5	25	96.0	40.9	31.8	22.7	4.5	27.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	33	100.0	21.4	75.0	3.6	0.0	3.6
	4	32	100.0	37.9	51.7	10.3	0.0	10.3
	5	35	100.0	45.2	41.9	12.9	0.0	12.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	39	97.4	44.4	38.9	16.7	0.0	16.7
	4	37	100.0	62.5	31.3	6.3	0.0	6.3
	5	25	92.0	38.1	42.9	9.5	9.5	19.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	33	100.0	60.7	39.3	0.0	0.0	0.0
	4	32	100.0	58.6	31.0	10.3	0.0	10.3
	5	35	100.0	64.5	29.0	6.5	0.0	6.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	39	97.4	52.8	36.1	11.1	0.0	11.1
	4	37	100.0	68.8	31.3	0.0	0.0	0.0
	5	25	100.0	56.5	39.1	4.3	0.0	4.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	33	100.0	14.3	32.1	32.1	21.4	53.6
	4	32	100.0	24.1	51.7	13.8	10.3	24.1
	5	35	100.0	41.9	41.9	16.1	0.0	16.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	39	97.4	13.9	30.6	25.0	30.6	55.6
	4	37	100.0	18.8	62.5	15.6	3.1	18.8
	5	25	100.0	43.5	39.1	8.7	8.7	17.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 281)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	6.0%	Up from 3.9%	4.1%	2.8%
Attendance rate	96.4%	No change	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.0%	Down from 10.0%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	2.0%	Down from 5.0%	0.0%	0.0%
Eligible for gifted and talented	3.8%	Up from 1.0%	3.8%	10.4%
On academic plans	0.0%	N/AV	48.9%	33.6%
On academic probation	0.0%	N/AV	2.1%	1.0%
With disabilities other than speech	13.9%	Up from 7.5%	7.5%	7.5%
Older than usual for grade	2.3%	Down from 3.8%	1.6%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 1.3%	0.0%	0.0%
Teachers (n= 25)				
Teachers with advanced degrees	64.0%	Down from 66.7%	52.1%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	1.3%	N/A	4.9%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	3.3%	0.0%
Teachers returning from previous year	88.0%	Up from 80.4%	83.1%	87.3%
Teacher attendance rate	93.4%	Down from 96.4%	94.5%	94.9%
Average teacher salary	\$41,941	Up 2.5%	\$41,503	\$42,485
Prof. development days/teacher	16.9 days	Up from 12.4 days	15.0 days	13.3 days
School				
Principal's years at school	11.0	Up from 10.0	4.5	4.0
Student-teacher ratio in core subjects	17.4 to 1	Up from 13.8 to 1	16.4 to 1	18.6 to 1
Prime instructional time	87.4%	Down from 91.5%	88.2%	89.7%
Dollars spent per pupil*	\$12,034	Up 17.9%	\$7,919	\$6,557
Percent of expenditures for teacher salaries*	60.8%	Down from 62.1%	60.4%	64.0%
Percent of expenditures for instruction*	73.1%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.8%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	5.6%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Mellichamp Elementary School is a school-wide Title I school serving 267 students in pre-kindergarten through the fifth grades with 95% minority and 93% poverty rating. Mellichamp houses five self-contained district special education classes for preschoolers with disabilities and autistic children. Our SACS/School Renewal Plan was approved in the spring of 2005 and includes action plans for English language arts, mathematics, science, social studies, school climate, teacher/ administrator quality, and the arts.

Our students are steadily making gains as documented through the Palmetto Achievement Challenge Test (PACT). The 2005 PACT data showed that Mellichamp exceeded the district PACT average in 3rd grade ELA, math, & social studies; 4th grade ELA, math, and social studies; and 5th grade science and social studies. Additionally, Mellichamp exceeded the state PACT average in 3rd grade ELA and social studies and 4th grade ELA and social studies. In 2005, Mellichamp met adequate yearly progress as defined by No Child Left Behind.

To continue this upward trend, academic assistance includes in-school tutoring for teacher-recommended third graders along with fourth and fifth graders who scored below basic on the 2005 PACT in ELA and/or math. Summer school is provided for all students in kindergarten through the third grades based on teacher recommendations and for fourth and fifth graders who scored basic and/or below on any or all 2005 PACT subtests. Fourth and fifth graders who scored Proficient and/or Advanced on one or more of the PACT subtests are provided an academic enrichment Saturday Academy during the last school semester. Identified gifted and talented third and fourth graders attend a weekly pullout program while fifth graders attend a magnet school for the academically talented.

Home communication continues to be a top priority since parents are a vital link in our students' academic successes. Fall and spring Parent Conference Days allow parents and teachers to discuss students' current academic progress. Family Fun Literacy Nights encourage home/family/community activities

Mellichamp completed year three of the State Improvement Grant focusing on behavior and reading. The data from 2004-05 and 2005-2006 showed a significant 35% reduction in discipline referrals.

Beverly Stroman-Spires, Principal
Kirk Roberts, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	21	18	17
Percent satisfied with learning environment	95.2%	83.3%	93.8%
Percent satisfied with social and physical environment	100.0%	70.6%	88.2%
Percent satisfied with school-home relations	28.6%	83.3%	87.5%

*Only students at the highest elementary school grade level at this school and their parents were included.